

**CORRELATION OF THE INFORMATION LITERACY STANDARDS AND  
INDIANA'S ACADEMIC STANDARDS FOR  
FAMILY AND CONSUMER SCIENCES**



**Prepared by the  
Indiana Department of Education  
School Library Media Specialists' Leadership Cadre  
Information Literacy Task Force Committee**

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## INDIANA INFORMATION LITERACY STANDARDS FOR STUDENT LEARNING

The Indiana Department of Education, Office of Learning Resources, supports the need for the Indiana Academic Standards 2000 to address student library information literacy standards. Charged with this task, the School Library Media Specialists' (SLMS) Cadre Information Literacy Task Force Committee, a collaborative committee of members of the Indiana Department of Education's Technology Leadership School Library Media Specialists and the Association of Indiana Media Educators (AIME), developed a correlation document. It correlates to the Nine Information Literacy Standards developed by the American Association of School Librarians (AASL) and the Association for Educational Communications and Technology (AECT) into Indiana's Academic Standards for Family and Consumer Sciences.

A copy of this document, Correlation of the Information Literacy Standards and the Indiana's Academic Standards Family and Consumer Sciences is available at [www.doe.state.in.us/olr](http://www.doe.state.in.us/olr).

### **Purpose of the Correlation of Library Information Literacy Standards and Indiana's Academic Standards for Family and Consumer Sciences.**

The mission of the school library program as stated in Information Power: Building Partnerships for Learning (1998) is to “ensure that students and staff are effective users of ideas and information.”

The Correlation of the Information Literacy Standards and Indiana's Academic Standards for Family and Consumer Sciences identifies the School Library Information Literacy Standards in the newly adopted Indiana's Academic Standards for Family and Consumer Sciences. SLMS will use these standards to work cooperatively with the building principals, classroom teachers and other professional staff members to insure that student library information literacy standards are taught through a collaborative effort in all curricular areas.

### *Indiana Legal Requirements for School Library Media Program*

The Indiana Administrative Code, 511 IAC 6.1-5.6 Media Program delineates the minimum requirements for a school library media program:

Sec. 6. All schools shall have a media program that is an integral part of the educational program. A licensed media specialist shall supervise the media program. Each school shall spend at least eight dollars (\$8) per student per year from its 222000 account to maintain its media program. (*Indiana State Board of Education; 511 IAC 6.1-5.6; filed Jan 9, 1989, 11:00 a.m.: 12 IR 1192*)

## **RELATIONSHIP BETWEEN READING IMPROVEMENT AND SCHOOL LIBRARY MEDIA PROGRAM**

The direct relationship between reading improvement and an active school library media program staffed by a licensed professional librarian is substantiated by research studies released within the past two years in Colorado, Pennsylvania, and Alaska. [These published studies include: How School Librarians Help Kids Achieve Standards; the Second Colorado Study (April 2000); Information Empowered; The School Librarian as an Agent of Academic Achievement in Alaska Schools (1999); Measuring Up to the Standards; The Impact of School Library Programs and Information Literacy in Pennsylvania Schools (February 2000).]

A Study of the Differences Between Higher-and Lower-performing Indiana Schools, a study by NCREL commissioned by Superintendent of Public Instruction, Dr. Suellen Reed, was published in February 2000. The study reports one necessary component to increase student performance in lower-performing schools is to “increase student access to instructional and print materials in lower-performing schools, including regular and flexible access to a working library.”

In this context, a working school library with flexible access is open during the regular school hours, is staffed by a professional, licensed school library media specialist, and provides for open and easy access by individual students. Using best practices supports the use of collaboratively planned units involving the classroom teacher and the school library media specialist (SLMS). Dr. David V. Loertscher in Reinventing Indiana’s School Library In the Age of Technology: A Handbook for Principals and Superintendents states that the library collection shall contain the “right materials for the right learners at the right time in every format available” to support curriculum and recreational reading needs. Through the use of Library Information Literacy Standards, teachers and SLMS work cooperatively to plan, teach, and assess the progress of students’ learning.

# THE NINE INFORMATION LITERACY STANDARDS FOR STUDENT LEARNING

## Information Literacy

*The student who is information literate*

ILS 1: **accesses information** efficiently and effectively.

ILS 2: **evaluates information** critically and competently.

ILS 3: **uses information** accurately and creatively.

## Independent Learning

*The student who is an independent learner is information literate and*

ILS 4: **pursues information** related to personal interests.

ILS 5: **appreciates** literature and other creative expressions of **information**.

ILS 6: strives for excellence in information seeking and knowledge generation (**generates knowledge**).

## Social Responsibility

*The student who contributes positively to the learning community and to society is information literate and*

ILS 7: **recognizes the importance of information in a democratic society**.

ILS 8: **practices ethical behavior** in regard to information and information technology.

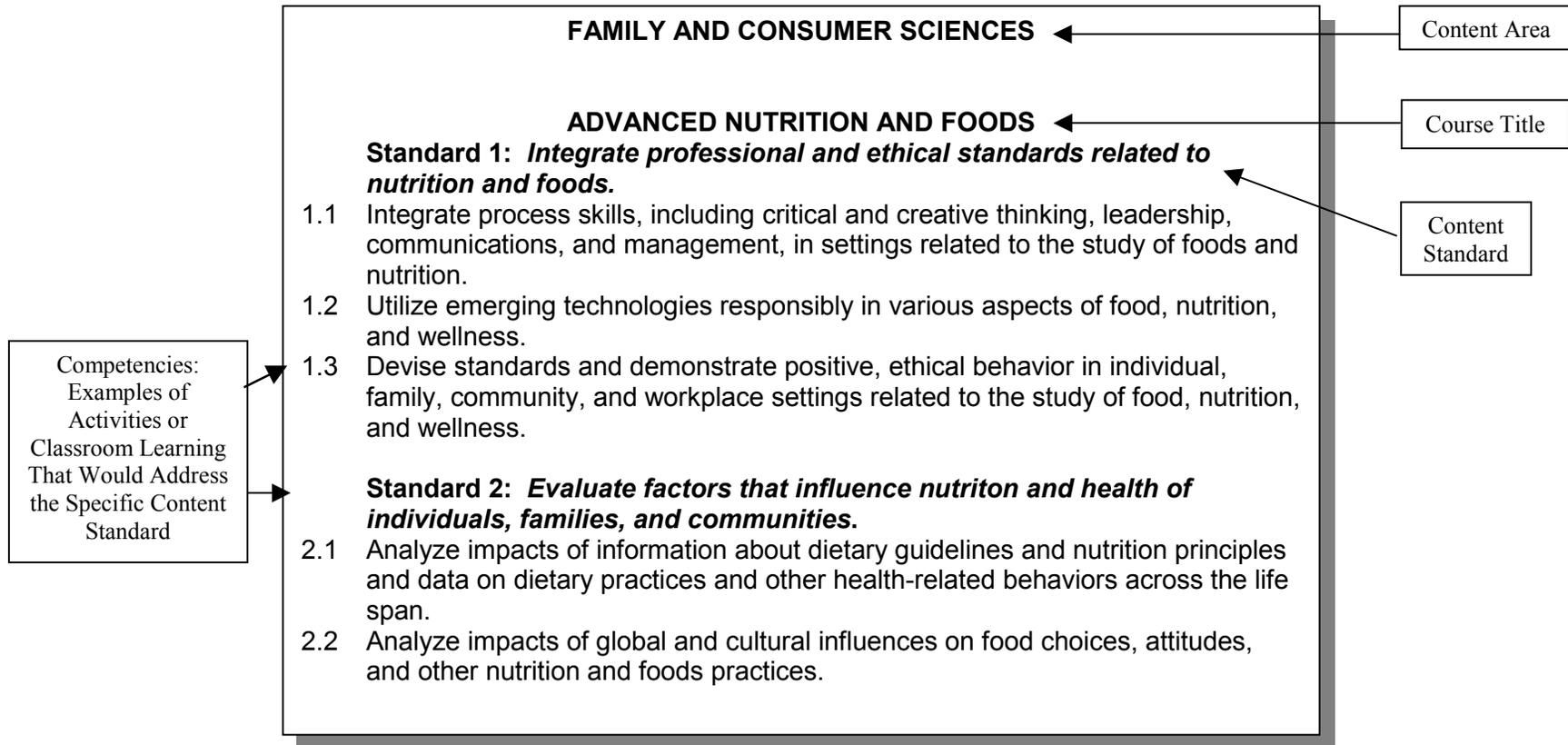
ILS 9: participates effectively in groups to pursue and generate information (**shares and collaborates**).

\* **Bold face** on this page indicates shortened phrasing used in listing of Information Literacy standards in the [Correlation of the Library Information Literacy Standards and Indiana's Academic Standards for Family and Consumer Sciences](#).

\*\* "From *Information Power: Building Partnerships for Learning* by American Association of School Librarians and Association for Educational Communications and Technology. Copyright © 1998 American Library Association and Association for Educational Communications and Technology Reprinted by permission of the American Library Association."

## READING THE STANDARDS AT EACH GRADE LEVEL

Each of the Family and Consumer Sciences Academic Standards includes the following components to aid teachers in understanding and incorporating them into their instruction.



COMPETENCY NUMBER	<p style="text-align: center;"><b>CORRELATION OF THE INFORMATION LITERACY STANDARDS AND INDIANA'S ACADEMIC STANDARDS FOR FAMILY AND CONSUMER SCIENCES</b></p> <p style="text-align: center;"><b>Release date 2003</b></p>	ILS 1	ILS 2	ILS 3	ILS 4	ILS 5	ILS 6	ILS 7	ILS 8	ILS 9
		ACCESSES INFORMATION	EVALUATES INFORMATION	USES INFORMATION	PURSUES INFORMATION	APPRECIATES INFORMATION	GENERATES KNOWLEDGE	RECOGNIZES IMPORTANCE OF INFO TO DEMOCRATIC SOCIETY	PRACTICES ETHICAL BEHAVIOR	SHARES AND COLLABORATES
	<b>ADULT ROLES AND RESPONSIBILITIES</b>									
	<b>Standard 1: Explain, demonstrate, and integrate processes of thinking, communication, leadership, and management in order to apply family and consumer sciences knowledge and skills.</b>									
1.1	Explain and demonstrate components of directed thinking, particularly critical thinking, creative thinking, and reasoning.	x	x	x			x			x
1.2	Explain and demonstrate components, roles, functions, and styles of effective communication in family, community, and career settings.	x	x	x	x	x	x	x	x	x
1.3	Explain and demonstrate collaborative leadership that encourages participation and respect for the ideas, perspectives, and contributions of all group members.	x	x	x	x		x	x	x	x
1.4	Explain and demonstrate management and problem-solving processes to address problems, make decisions, and accomplish tasks and responsibilities in individual, family, career and community settings.	x	x	x	x		x	x	x	x
1.5	Examine and demonstrate interrelationships among thinking, communication, leadership, and management processes and their applications to making decisions and addressing family, community, and workplace issues.									
	<b>Standard 2: Analyze personal standards, needs, aptitudes, and goals and their impact on family, career, and community interactions.</b>									
2.1	Examine the effect of self-esteem and self-image on family relationships, community service, success in the workplace, and personal fulfillment.	x	x	x		x		x	x	x
2.2	Explore and determine personal standards and explain how doing so enables wiser life choices.	x	x	x	x	x	x	x	x	x
2.3	Examine the impact of personal needs and aptitudes on family and community interactions, career choices, and personal fulfillment.	x	x	x	x	x			x	x
2.4	Demonstrate strategies for goal setting and goal achievement in individual, family, community, and career settings.	x	x	x	x			x		x
	<b>Standard 3: Integrate multiple life roles and responsibilities in family, work, and community settings .</b> <b>INSPIRE:<a href="http://www.inspire.net/edulinks.html">http://www.inspire.net/edulinks.html</a></b>									
3.1	Demonstrate communication, leadership, and teamwork skills in family, workplace and community settings.	x	x	x				x	x	x
3.2	Analyze impacts of various types of relationships on family, career, and community life.	x	x	x				x		x
3.3	Demonstrate standards that guide responsible interpersonal relationships and behavior.	x	x	x	x			x	x	x
3.4	Analyze the interrelationships of family and work in regard to various career path options.	x	x	x				x		x
3.5	Demonstrate strategies for continued exploration and reevaluation of career paths in relation to personal aptitudes, interests, standards, and desired lifestyle.	x	x	x				x		x
3.6	Demonstrate employability skills, including job seeking and job keeping skills.	x	x	x		x	x		x	x
3.7	Assess family and community needs, including environmental, and take actions to meet them.	x	x	x				x		x

	<b>Standard 4: Demonstrate management of individual and family resources, including food, clothing, shelter, and transportation.</b> <b>INSPIRE&gt;Links</b>									
4.1	Demonstrate processes used by individuals and families to set standards, make choices, and satisfy needs and wants for nutrition and wellness, clothing, housing, and transportation.	x	x	x	x	x	x	x	x	x
4.2	Apply management and planning skills and processes to organize tasks and responsibilities.							x		x
4.3	Demonstrate skills in seeking consumer information, taking consumer responsibility, and exercising consumer rights. <b>inspire</b> <a href="http://www.shoppingspot.com/">http://www.shoppingspot.com/</a>	x	x	x			x		x	
4.4	Evaluate features, prices, and performance of consumer goods in light of personal standards, goals, and resources.	x	x	x	x	x		x		x
4.5	Determine individual and family responsibilities in conserving, reusing, and recycling resources to maintain the environment.	x	x	x				x	x	x
4.6	Assess the use of technology and its impact on quality of life and family resources.	x	x	x				x	x	x
	<b>Standard 5: Demonstrate management of financial resources to meet the goals of individuals and families across the life span.</b>									
5.1	Demonstrate strategies for personal and family financial planning which reflect interrelationships among needs, wants, standards, goals, and economic resources.	x	x	x	x	x	x	x	x	x
5.2	Determine financial practices that foster economic self-sufficiency for individuals and families.	x	x	x	x		x	x		x
5.3	Apply management principles to decisions about budgeting, banking, and record keeping.	x	x	x			x			x
5.4	Analyze required and optional payroll deductions, including income and social security taxes, insurance premiums, savings, and investments.	x	x	x	x		x			
5.5	Demonstrate strategies for preparing tax reports.	x	x	x				x	x	
5.6	Explore and evaluate types and sources of credit and their impacts on long-term financial well-being of individuals and families.	x	x	x	x			x		x
5.7	Determine the effects of various risk management strategies on long-term financial well-being, including savings, investments, and insurance.	x	x	x	x		x		x	x

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<b>ADVANCED CHILD DEVELOPMENT</b>										
<b>Standard 1: <i>Demonstrate professional and ethical standards related to working with children and their families.</i></b>										
1.1	Integrate process skills, including critical and creative thinking, leadership, communication, and management, in working and other interactions with children and their families.	X	X	X	X	X		X	X	X
1.2	Utilize emerging technologies responsibly in child-related interactions and careers.	X	X	X		X		X	X	
1.3	Examine potential child-related career paths to determine knowledge, skills, attitudes, educational preparation, and employment opportunities associated with each.	X	X	X	X		X	X		X
1.4	Devise standards and demonstrate techniques for positive, collaborative relationships with children, their families, and co-workers.	X	X	X			X	X		X
1.5	Demonstrate work ethics and professionalism related to working with children and families.	X	X	X		X		X	X	X
<b>Standard 2: <i>Determine trends and issues in early childhood, and advocate policies that support children and their families.</i></b> <b>INSPIRE&gt;Indiana Links&gt;State &amp; Local Government</b>										
2.1	Examine roles and responsibilities of the family unit for nurturing children and for transmitting societal expectations, culture, and traditions to children.	X	X	X				X	X	X
2.3	Examine policies, issues, and trends in the workplace, community, nation, and world that impact children and child nurturing practices.	X	X	X	X			X		X
2.4	Assess impacts of social, economic, technological, and environmental forces, including media and marketing, on adult actions related to children and on child growth and development.	X	X	X		X			X	
2.5	Examine laws and legal issues that impact children, parents, care givers, child educators, and child nurturing practices.	X	X	X	X		X	X		X
2.6	Determine strategies for taking action on behalf of children and families, such as for child care, prevention of child abuse and neglect, and parental support.	X	X	X	X			X	X	X
2.7	Secure community and financial resources to support children and families.				X			X	X	X
<b>Standard 3: <i>Demonstrate practices, including resource management processes, that promote the long term well-being and development of children and families.</i></b> <b>INSPIRE&gt;Links&gt;Health &amp; Medicine</b>										
3.1	Examine the use of family resources in making choices that satisfy needs and wants of children and parents.	X	X	X	X					X
3.2	Design strategies to meet nutrition requirements and provide safe and nutritious food for children.	X	X	X	X	X	X		X	X
3.3	Implement decisions to select, obtain, and maintain clothing, housing, furnishings, toys, equipment, and modes of transportation that foster the long-term comfort, safety, and development of children.	X	X	X	X	X	X	X	X	X

3.4	Examine information and make recommendations for health and wellness practices to enhance long-term well-being and development of children.	x	x	x	x					x	x
3.5	Identify community resources and services that contribute to the long-term well-being and development of children.	x	x	x	x			x	x		x
	<b>Standard 4: Evaluate developmentally appropriate practices to enhance child growth and development.</b>										
4.1	Assess strategies that promote physical, emotional, social, intellectual, cultural, and moral development of children.	x	x	x	x	x	x	x	x	x	x
4.2	Analyze components of an integrated curriculum that incorporate a child's language, learning styles, home experiences, and cultural values.	x	x	x	x	x	x	x	x	x	x
4.3	Demonstrate respect for diversity with sensitivity to anti-bias, gender equity, age, culture, and ethnicity related to children, parenting, and child nurturing practices.	x	x	x				x	x	x	x
4.4	Choose positive guidance and discipline practices that promote child growth and development.	x	x	x			x	x			
4.5	Devise nonviolent, proactive strategies to prevent and manage conflict between children and between adults and children.	x	x	x				x	x	x	x
4.6	Access, evaluate, and utilize current and emerging research related to child growth and development to assess early childhood practices and procedures.	x	x	x	x			x			x
	<b>Standard 5: Evaluate factors affecting children and families with a variety of disadvantaging conditions .</b>										
5.1	Examine characteristics, needs, and interventions related to children with special needs, such as those with learning, emotional, and physical disabilities, developmental delays, and socioeconomic and academic disadvantages.	x	x	x				x	x	x	x
5.2	Investigate the impact of heredity and environment on disadvantaging conditions that impact children.	x	x	x				x			x
5.3	Determine situations that require crisis intervention and community services available to provide this intervention.	x	x	x				x			x
5.4	Identify support services for children and families with a variety of disadvantaging conditions.	x	x	x	x					x	x

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	<b>ADVANCED NUTRITION AND FOODS</b>									
	<b>Standard 1: <i>Integrate professional and ethical standards related to nutrition and foods.</i></b>									
1.1	Integrate process skills, including critical and creative thinking, leadership, communications, and management, in settings related to the study of foods and nutrition.	X	X	X			X			X
1.2	Utilize emerging technologies responsibly in various aspects of food, nutrition, and wellness.	X	X	X					X	
1.3	Devise standards and demonstrate positive, ethical behavior in individual, family, community, and workplace settings related to the study of food, nutrition, and wellness.	X	X	X		X	X			
	<b>Standard 2: <i>Evaluate factors that influence nutrition and health of individuals, families, and communities .</i></b> <b>INSPIRE:<a href="http://www.inspire.net/medicalweb.html">http://www.inspire.net/medicalweb.html</a></b>									
2.1	Analyze impacts of information about dietary guidelines and nutrition principles and data on dietary practices and other health-related behaviors across the life span.	X	X	X	X		X			
2.2	Analyze impacts of global and cultural influences on food choices, attitudes, and other nutrition and foods practices.	X	X	X	X					
2.3	Assess governmental, economic, geographic, and technological influences on nutrition and foods practices, food availability, and hunger.	X	X	X					X	
2.4	Analyze legislation and regulations related to nutrition and foods issues.	X	X	X			X		X	
2.5	Evaluate factors that influence nutrition and foods-related behaviors of individuals in family, workplace, and community settings.	X	X	X	X			X		X
2.6	Demonstrate appreciation for diverse perspectives, needs, and characteristics of individuals and families.	X	X	X	X	X	X			
	<b>Standard 3: <i>Synthesize principles of food acquisition, handling, preparation, and service to meet long term nutrition and foods needs and preferences of individuals, families, and communities .</i></b> <b>INSPIRE&gt;EBSCO Host&gt;Health Source</b>									
3.1	Synthesize dietary guidelines and menu-planning principles to develop and modify food plans and menus that meet needs and preferences of individuals and families.	X	X	X	X	X	X	X	X	X
3.2	Access, evaluate, and utilize multiple sources of information to meet a wide variety of special needs and challenges related to nutrition and foods.	X	X	X	X		X	X		
3.3	Demonstrate ability to select, store, prepare, and serve nutritious, safe, and aesthetically pleasing meals, foods, and food products.	X	X	X	X	X				X
3.4	Demonstrate current and emerging principles and practices of conservation, recycling, and waste disposal in food production and service.	X	X	X				X	X	X
3.5	Select, use, maintain, and store food production equipment in accordance with standard practices.	X	X	X			X			
3.6	Apply management principles to purchasing, inventory control, and marketing in food production.	X	X	X			X			

	<b>Standard 4: Evaluate factors that affect food safety and sanitation from production through consumption .</b> <b>INSPIRE&gt;EBSCO Host</b>									
4.1	Demonstrate receiving, storage, handling, preparation, and serving techniques, including personal hygiene, that promote safety and sanitation of foods and prevent cross-contamination.	x	x	x				x		x
4.2	Demonstrate procedures for cleaning and sanitizing equipment used in various phases of food handling.	x	x	x				x		x
4.3	Determine how changes in national and international food production and distribution systems impact the food supply.	x	x	x				x	x	
4.4	Critique and participate in public dialogue about food safety and sanitation.	x	x	x				x	x	x
	<b>Standard 5: Evaluate impacts of science and technology on nutrition and foods and related issues.</b>									
5.1	Assess scientific and technological advances in food processing, storage, product development, and distribution and their impacts on nutrient content, availability, safety, and handling of food.	x	x	x				x	x	x
5.2	Assess effects of food science and technology on meeting nutrition and foods needs and preferences.	x	x	x				x	x	x
	<b>Standard 6: Integrate knowledge, skills, and practices required for careers in the nutrition and food industry .</b> <b>INSPIRE:<a href="http://www.inspire.net/joblinks.html">http://www.inspire.net/joblinks.html</a></b>									
6.1	Examine education and training requirements and opportunities for employment and entrepreneurial endeavors in food production and service industries.	x	x	x	x			x	x	
6.2	Demonstrate transferable and employability skills in community and workplace settings.	x	x	x				x	x	
6.3	Demonstrate work ethics and professionalism related to work in nutrition and foods.	x	x	x					x	x

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<b>CHILD DEVELOPMENT AND PARENTING</b>										
<b>Standard 1: Explain, demonstrate, and integrate processes of thinking, communication, leadership, and management in order to apply family and consumer sciences knowledge and skill s.</b>										
1.1	Explain and demonstrate components of directed thinking, particularly critical thinking, creative thinking, and reasoning.	X	X	X	X					
1.2	Explain and demonstrate components, roles, functions, and styles of effective communication in family, community, and career settings.	X	X	X			X			X
1.3	Explain and demonstrate collaborative leadership that encourages participation and respect for the ideas, perspectives, and contributions of all group members.	X	X	X			X	X		X
1.4	Explain and demonstrate management and problem-solving processes to address problems, make decisions, and accomplish tasks and responsibilities in family, career and community settings.	X	X	X	X			X		X
1.5	Examine and demonstrate interrelationships among thinking, communication, leadership, and management processes and their applications to making decisions and addressing individual, family, community, and workplace issues.	X	X	X	X	X	X	X	X	X
<b>Standard 2: Analyze factors related to preparing for parenthood.</b> <b>INSPIRE&gt;Links&gt;Health/Medicine</b>										
2.1	Examine biological processes related to conception, prenatal development, birth, and health of child and mother.	X	X	X	X		X			X
2.2	Consider the emotional factors of prenatal development and birth in relation to the health of the parents and child.	X	X	X	X	X				
2.3	Examine implications of the decision to become a parent, including alternatives to biological parenthood.	X	X	X	X	X	X	X	X	X
2.4	Assess the unique options, rights, and responsibilities of pregnant and parenting adolescents.	X	X	X				X	X	
2.5	Determine legal and ethical impacts of technology related to parenting.	X	X	X				X	X	
<b>Standard 3: Analyze roles and responsibilities for parenting across the life span.</b>										
3.1	Examine parenting roles, expectations, and responsibilities across the life span.	X	X	X	X	X	X	X	X	X
3.2	Determine consequences of parenting practices to the individual, family, and society.	X	X	X				X	X	X
3.3	Examine roles of independence, interdependence, and commitment in parenting.	X	X	X			X		X	
3.4	Determine societal conditions that impact parenting across the life span.	X	X	X				X	X	
3.5	Determine roles of the family unit in transmitting societal expectations, culture, and traditions.	X	X	X				X	X	X
3.6	Explain cultural differences in roles and responsibilities of parenting.	X	X	X	X	X				X
<b>Standard 4: Analyze human growth and development across the life span.</b> <b>INSPIRE&gt;EBSCO Host&gt;Health Source</b>										
4.1	Examine physical, emotional, social, intellectual, cultural, and moral development of infants, toddlers, preschoolers, and school-age children.	X	X	X		X				X
4.2	Examine interrelationships among physical, emotional, social, moral, and intellectual aspects of human growth and development.	X	X	X			X			X

4.3	Investigate the impact of heredity and environment on prenatal and early childhood human growth and development.	X	X	X	X		X			
4.4	Assess the effects of maternal, prenatal, and postnatal nutrition on health and wellness.	X	X	X	X		X			
4.5	Determine the impact of social, economic, and technological forces on individual growth and development.	X	X	X	X				X	
4.6	Examine the impacts of gender, ethnicity, culture, and life events on individual development.	X	X	X	X			X	X	
	<b>Standard 5: Analyze parenting practices and nurturing strategies that maximize growth and development of children.</b>									
5.1	Choose nurturing practices that support human growth and development.	X	X	X	X			X		
5.2	Select communication strategies that promote positive self-esteem in family members.	X	X	X	X		X			X
5.3	Use current and emerging research on human growth and development and parenting, including brain research, to assess common practices.	X	X	X			X		X	
5.4	Analyze the impact of abuse and neglect on children and families and determine methods for prevention.	X	X	X	X		X	X	X	X
5.5	Examine factors that can lead to handicaps and disadvantaging conditions in prenatal, infant, toddler, preschooler, and school-age stages of growth and development.	X	X	X	X		X	X	X	X
	<b>Standard 6: Evaluate external support systems that provide services for parents and caregivers.</b> <b>INSPIRE&gt;Indiana Links&gt;Health &amp; Medicine</b>									
6.1	Examine the role of support systems in meeting early childhood growth and development needs.	X	X	X					X	X
6.2	Determine criteria for selecting and providing care and services, including preventative health care, for children.	X	X	X	X			X		
6.3	Assess community resources, services, and opportunities that support parenting and nurturing.	X	X	X				X		
6.4	Analyze current laws and policies related to parenting and care giving .	X	X	X				X	X	
6.5	Evaluate impacts of children's handicaps and disadvantaging conditions on parents and caregivers.	X	X	X	X				X	
6.6	Describe the knowledge, skills, attitudes, educational preparation, and employment opportunities associated with careers in early childhood, education, and services. IN	X	X	X	X		X			X

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		ACCESSES INFORMATION	EVALUATES INFORMATION	USES INFORMATION	PURSUES INFORMATION	APPRECIATES INFORMATION	GENERATES KNOWLEDGE	RECOGNIZES IMPORTANCE OF INFO TO DEMOCRATIC SOCIETY	PRACTICES ETHICAL BEHAVIOR	SHARES AND COLLABORATES
	<b>CHEMISTRY OF FOODS</b>									
	<b>Standard 1: Scientific and Sensory Evaluation</b> <b>INSPIRE&gt;Links&gt;Health &amp; Medicine</b>									
1.1	Demonstrate the functions of and proper techniques for using science equipment and food preparation equipment in the chemistry of foods laboratory.	X	X	X			X			
1.2	Employ the scientific method using appropriate laboratory methods, proper safety procedures, and accurate, objective data-recording techniques in the food science laboratory.	X	X	X			X			
1.3	Illustrate physical, psychological, cultural, and environmental influences on food preferences and their impact on nutritional wellness.	X	X	X	X		X	X		X
1.4	Experiment with variables that influence sensory perceptions and taste preferences through laboratory taste tests of food products and food analogs.	X	X	X	X		X			
	<b>Standard 2: Basic Chemistry of Food</b>									
	<b>The Nature of Matter</b>									
2.1	Depict the physical structure and components and the chemical properties of atoms, elements, the symbols on the periodic table commonly used in food science, electron transfer, ionic and covalent bond formation, and ionic and covalent compounds.	X	X	X	X		X			
2.2	Demonstrate ability to differentiate between pure substances, solutions, and heterogeneous mixtures based on physical properties such as density, melting point, boiling point, and solubility.	X	X	X	X	X	X			X
2.3	Demonstrate physical and chemical reactions in food products in scientific laboratory experiments.	X	X	X	X	X	X			X
2.4	Balance chemical equations to illustrate simple chemical reactions.	X	X	X			X			
	<b>Energy: Matter in Motion</b>									
2.5	Differentiate among potential and kinetic sources as well as the various forms of energy.	X	X	X			X			
2.6	Explain heat of fusion, heat of vaporization, and the relationship between heat and temperature.	X	X	X			X			
2.7	Explain the role of energy in metabolism and digestion.	X	X	X			X			
	<b>Ions: Charged Particles in Solution</b>									
2.8	Calculate atomic mass and molarity levels for various solutions and evaluate taste preferences for various molarity levels in particular foods or food products.	X	X	X			X			
2.9	Characterize acids and bases and demonstrate the role of pH in food preservation, baking, other food preparation applications, and in digestion and blood.	X	X	X		X	X			

	<b>Water: The Universal Solvent</b>										
2.10	Describe how the polar structure of a water molecule affects water's physical characteristics.	x	x	x		x	x				
2.11	Explain the ways water content of foods affects food reactions during preparation and storage processes.	x	x	x		x	x				XC
2.12	Explain four functions of water in the body and the role of water in a nutritious diet.	x	x	x		x	x				XC
	<b>Standard 3: Organic Chemistry</b>										
	<b>Simple and Complex Carbohydrates</b>										
3.1	Summarize the process of carbohydrate production through the process of photosynthesis.	x	x	x			x				
3.2	Describe the monosaccharides that form each of the disaccharides and how they are combined to form those disaccharides.	x	x	x			x				
3.3	Explain the chemical process and the products of hydrolysis of sucrose and lactose.	x	x	x			x				x
3.4	Explain the characteristics and functions of the four categories of complex carbohydrates (starches, cellulose, gums, and pectins) in food preparation.	x	x	x			x				x
3.5	Evaluate the five physical properties of starch and liquid mixtures and their impact on the selection of starches to be used in food products.	x	x	x			x				
3.6	Compare the advantages and disadvantages of the three main methods used to add starches to sauces.	x	x	x			x				
3.7	Demonstrate the role of simple and complex carbohydrates in a nutritious diet.	x	x	x			x				x
	<b>Lipids: Nature's Flavor Enhancers</b>										
3.8	Relate physical characteristics and dietary sources of saturated, monounsaturated, and polyunsaturated fatty acids to their performance in foods.	x	x	x			x				
3.9	Demonstrate the molecular structure of glycerides, phospholipids, and sterols and their functions in food preparation.	x	x	x			x				x
3.10	Explain the nutritional impact of lipids in the diet and in control of heart disease.	x	x	x			x				x
	<b>Proteins: Amino Acids and Peptides</b>										
3.11	Explain the amino acid classification system based on nutritional use and relationship of chemical properties of elements and side chains.	x	x	x			x				x
3.12	Describe the primary, secondary and tertiary structures of proteins, at least six factors that denature proteins, and the functions of protein in food production.	x	x	x		x	x				x
3.13	Utilize basic principles of the chemistry of protein to methods of selection, storage, and preparation for eggs, milk products, and meat products.	x	x	x			x				
3.14	Compare the nutritional functions of proteins with the functions of carbohydrates and fats.	x	x	x			x				
	<b>Enzymes: The Protein Catalyst</b>										
3.15	Explain the relationship between a substrate and an active site, the role of coenzymes in enzymatic reactions, and other factors that affect enzymatic activity.	x	x	x			x				x
3.16	Explain how some foods are developed as a result of enzymatic activity.	x	x	x			x				x
3.17	Compare the effectiveness of five methods of preventing enzymatic browning.	x	x	x			x				
3.18	Describe and depict the effects of heat and other factors on foods that contain proteolytic enzymes and on their interaction with protein gels.	x	x	x		x	x				
	<b>Standard 4: Food Chemistry: The Microcomponents</b>										
	<b>Micronutrients: Vitamins and Minerals</b>										
4.1	Explain the sources and functions of fat-soluble vitamins, water-soluble vitamins, major minerals, and trace minerals impact food processing and preservation methods have on the nutritive value of food and management of food-related disease.	x	x	x	x	x	x	x			x
4.2	Demonstrate techniques to reduce vitamin and mineral losses during food distribution, storage, and preparation.	x	x	x		x	x				x
	<b>Phytochemicals</b>										
4.3	Describe at least eight groups of phytochemicals, food sources for each group, and their role in disease prevention.	x	x	x			x				
4.4	Calculate the effects of acids, bases, heat, and mechanical processes on phytochemicals in fruits, vegetables, and dairy products.	x	x	x			x				

	<b>Food Analogs and Food Additives</b>												
4.5	Compare the functions of food analogs and food additives and the advantages and disadvantages they provide for the food supply.	x	x	x				x	x				
4.6	Describe a variety of food additives and analogs and their effects on flavor, texture, appearance, and nutritive value of a variety of foods.	x	x	x				x	x				
	<b>Standard 5: Food Microbiology: Living Organisms In Food</b>												
	<b>Fermentation: Desirable Effects of Microbes</b>												
5.1	Describe factors that impact fermentation of yeast, bacterial, and mold.	x	x	x				x	x				
5.2	Illustrate the production or formation of food products that are a result of fermentation and other leavening agents.	x	x	x				x	x				
	<b>Food Safety: Sources of Contamination</b>												
5.3	Differentiate among the types of pathogens and other food contaminants and foodborne illnesses.	x	x	x					x				
5.4	Demonstrate food distribution and handling procedures that prevent or reduce entry of pathogens into the food supply and the growth of illness-causing microbes.	x	x	x				x	x				x
5.5	Describe methods for identifying and controlling sources of contamination of foods and the food supply.	x	x	x				x	x				
	<b>Standard 6: Biotechnology In Food Preservation And Packaging</b>												
	<b>Thermal Preservation: Hot and Cold Processing</b>												
6.1	Compare the effects of various thermal preservation methods on texture, flavor, appearance, and nutritive value of fruits, vegetables, beverages, other foods, and food products.	x	x	x				x	x				x
6.2	Contrast the variables that must be controlled to maintain quality in various methods used for commercial and residential preservation of foods and food products.	x	x	x					x				
	<b>Dehydration and Concentration: Controlling Water Activity</b>												
6.3	Demonstrate the effects of various methods of commercial and home dehydration on the quality of texture, flavor, appearance, and nutritive value of dried foods, food concentrates, and dehydrated food products.	x	x	x				x	x				x
	<b>Trends in Food Preservation: Irradiation, Packaging, and Biotechnology</b>												
6.4	Illustrate the effectiveness of irradiation, light exposure, and variations in temperature and humidity on bacteria growth, oxidative rancidity, and other spoilage indicators.	x	x	x				x	x				x
6.5	Describe and depict the effects of food irradiation, reduced oxygen packaging, and other food packaging methods on the texture, flavor, appearance, and nutritive value of food products.	x	x	x				x	x				
6.6	Illustrate impacts of advances in biotechnology and their applications in the food industry.	x	x	x				x	x				
	<b>Standard 7: Complex Food Systems</b>												
	<b>Mixtures: Solutions, Colloidal Dispersions, and Suspensions</b>												
7.1	Demonstrate the effects of temperature, chemical reactants, and mechanical processes on mixtures, including solutions, colloidal dispersions, and suspensions.	x	x	x				x	x				x
7.2	Illustrate the characteristics of colloids and solutes, common types of food emulsions, and properties of suspensions using food and food products as examples.	x	x	x				x	x				
	<b>Separation Techniques: Mechanical and Chemical Methods</b>												
7.3	Compare and contrast mechanical and chemical methods of sorting or separating foods and food components.	x	x	x				x	x				
7.4	Explain how the principle of osmosis is used to separate food components at the macro-molecular level and the impact this has on metabolism.	x	x	x				x	x				x
7.5	Compare osmosis in food products with digestion and metabolism of food components in the human body.	x	x	x				x	x				
	<b>Research: Developing New Food Products</b>												
7.6	Contrast descriptive research and analytical research.	x	x	x				x	x				
7.7	Employ the scientific method to develop food science experiments, including at least one control and one variable, that examine one of the characteristics of a complex food system.	x	x	x					x				
7.8	Demonstrate synthesis of research findings to develop and test a formulation for a new, nutritious food product or new variation of a food product.	x	x	x				x	x				x

<b>Standard 8: <i>Historical And Career Perspectives</i></b> <b>INSPIRE&gt;Links&gt;Jobs &amp; Careers</b>										
8.1	Describe major occurrences in the three historical periods in the development of foods.	x	x	x				x		
8.2	Summarize the ways food products and processing methods have changed in modern history due to contributions of food scientists.	x	x	x				x		
8.3	Illustrate with a time line the milestones in government regulation of food, food processing, food products, and food packaging.	x	x	x			x	x		
8.4	Analyze personal qualities and training needed, working conditions, employment outlook, and career opportunities related to food science, food service, and dietetics in business, education, and government.	x	x	x	x			x	x	

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<b>CONSUMER ECONOMICS</b>										
	<b>Standard 1: Processes</b>									
	<i>Explain, demonstrate, and integrate processes of thinking, communication, leadership, and management in order to apply family and consumer sciences knowledge and skills.</i>									
1.1	Explain and demonstrate components of directed thinking, particularly critical thinking, creative thinking, and reasoning.	X	X	X			X			X
1.2	Explain and demonstrate components, roles, functions, and styles of effective communication in family, community, and career settings.	X	X	X	X	X	X	X	X	X
1.3	Explain and demonstrate collaborative leadership that encourages participation and respect for the ideas, perspectives, and contributions of all group members.	X	X	X	X		X	X	X	X
1.4	Explain and demonstrate management and problem-solving processes to address problems, make decisions, and accomplish tasks and responsibilities in family, career and community settings.	X	X	X	X		X	X	X	X
1.5	Examine and demonstrate interrelationships among thinking, communication, leadership, and management processes and their applications to making decisions and addressing individual, family, community, and workplace issues.	X	X	X	X	X		X	X	X
	<b>Standard 2: Individual And Family Economic Roles</b>									
	<b>INSPIRE&gt;Links&gt;Jobs &amp; Careers</b>									
	<i>Analyze economic actions and responsibilities of individuals and families in their roles as exchanger, consumer, investor, saver, producer, and citizen.</i>									
2.1	Examine interrelationships among standards, needs, wants, and goals of individuals and families and their economic roles as exchanger, consumer, investor, saver, producer, and citizen.	X	X	X	X		X	X	X	
2.2	Assess and gain control of economic roles in light of personal standards, wants, needs, and goals.	X	X	X	X		X			
2.3	Assess the power of individuals and families to proactively choose how, when and in what ways they develop and exchange their human resources for money, goods, and services.	X	X	X	X		X	X		
2.4	Examine interrelationships of standards, wants, needs, goals, and consumer satisfaction.	X	X	X	X		X	X	X	
2.5	Analyze activities and institutions used to satisfy the consumer needs and wants of individuals and families.	X	X	X	X		X	X		
2.6	Determine advantages and disadvantages of investing and saving for individuals, families, and society.	X	X	X	X		X	X		
2.7	Examine investment and saving activities, institutions, and alternatives.	X	X	X	X		X	X		
2.8	Investigate resources and activities used by families and individuals as producers to transform human and nonhuman resources into goods and services.	X	X	X	X		X	X		
2.9	Demonstrate responsible citizenship and leadership in allocating individual, family, and community resources.	X	X	X	X		X	X		

	<b>Standard 3: Scarcity</b>									
	<i>Explain that because of scarcity (unlimited wants and limited resources), economics systems must be developed by individuals, families, communities, and societies in order to determine how goods and services will be produced and distributed.</i>									
3.1	Appraise how consumers and producers confront the concepts of scarcity, choice, and opportunity cost.	x	x	x			x			
3.2	Define each of the productive resources (natural, human, capital) and identify the returns on each for individuals, families, and communities.	x	x	x	x		x	x		
3.3	Identify the characteristics of traditional, market, command, and mixed economies in families, communities, and societies.	x	x	x			x	x		
3.4	Compare, contrast, and examine impacts on individuals, families, and communities as to how the traditional, market, command, and mixed economic systems answer the questions: What to produce? How to produce it? and For whom to produce it?	x	x	x	x		x	x		
3.5	Use a production possibilities curve to explain the concepts of choice, scarcity, opportunity cost, tradeoffs, unemployment, productivity, and growth, as applied to individual, family, and community economic roles.	x	x	x			x	x		
3.6	Identify and explain how individuals and families practice and are affected by the basic economic goals of freedom, efficiency, equity, security, and growth.	x	x	x	x		x	x		x
3.7	Develop and apply a decision-making model to solve economic problems in individual, family, and community settings.	x	x	x	x		x	x		x
	<b>Standard 4: Supply and Demand</b>									
	<i>Analyze the role that supply and demand, prices, and profits play in determining what individuals, families, businesses, communities, and societies produce and distribute in a market economy.</i>									
4.1	Demonstrate how supply and demand determine equilibrium price and quantity in the product, resource, and financial markets.	x	x	x			x	x		
4.2	Predict factors that would cause changes in market supply and demand and their impacts on individuals, families, businesses, and communities.	x	x	x	x		x	x		
4.3	Apply the laws of supply and demand in individual, family, and community situations.	x	x	x	x		x	x		
4.4	Demonstrate how government wage and price controls create shortages and surpluses for individuals, families, communities, and society.	x	x	x	x		x			x
4.5	Explain the functions of profit in a market economy.	x	x	x			x			x
4.6	Use the concepts of price elasticity of demand and supply to explain and predict changes in quantity as price changes.	x	x	x			x			
4.7	Explain how consumers ultimately determine what is produced in a market economy (consumer sovereignty).	x	x	x			x	x		x
	<b>Standard 5: Market Structure</b>									
	<i>Describe the organization and role of the firm, analyze the various types of market structure in the United States economy, and assess their impacts on individuals, families, businesses, communities, and society.</i>									
5.1	Compare and contrast the following forms of business organization: sole proprietorship, partnership, and corporation.	x	x	x						
5.2	Identify the three basic ways that firms finance operations (retained earnings, stock issues, and borrowing), and explain the advantages and disadvantages of each.	x	x	x			x			x
5.3	Explain ways that firms engage in price and non-price competition and how this affects individuals, families, and communities.	x	x	x	x		x	x		x
5.4	Identify laws and regulations adopted in the United States to promote competition among firms. Explain how the effects of these laws have sometimes reduced competition and the impacts of this on individuals, families, and communities.	x	x	x	x		x	x	x	x
5.5	Describe the benefits of natural monopolies (economies of scale) and the purposes of government regulation of these monopolies (such as utilities).	x	x	x			x	x		
5.6	Define cartels, and explain how cartel collusion affects product price and output.	x	x	x			x			

	<b>Standard 6: Role of Government</b> <b>INSPIRE&gt;Indiana Links&gt;Consumers</b>									
	<i>Examine government roles and actions in a market economy and their effects on individuals, families, businesses, communities, and society.</i>									
6.1	List and explain the basic functions of government in a market economy. <b>INSPIRE&gt;Indiana Links&gt; Indiana Taxes, Tax &amp; Legal Forms</b>	X	X	X			X	X		
6.2	Identify categories of goods and services provided by various levels of government and the roles of individuals, families, and communities in selecting, supporting, producing, and using these goods and services.	X	X	X			X			
6.3	Explain how government responds to positive and negative externalities in the economy.	X	X	X		X	X	X		
6.4.	Describe major expense and income categories and their respective proportions of state and federal budgets.	X	X	X			X			
6.5	Describe different types of taxes including income, sales, property, and social security, and determine whether they are progressive, proportional, or regressive.	X	X	X			X			
6.6	Assess the impact of specific progressive, proportional, and regressive taxes on individuals, families, and communities with different economic characteristics.	X	X	X			X			
6.7	Assess current and future impacts of recent trends in the federal budget deficit and the national debt on individuals, families, and the national economy.	X	X	X			X			
6.8	Appraise recent trends in state and federal spending and taxation, and analyze the cause of recent federal budget deficits.	X	X	X			X			
	<b>Standard 7: Money and the Role of Financial Institutions</b>									
	<i>Examine the role of money and financial institutions in a market economy and their impacts on individuals, families, businesses, communities, and society.</i>									
7.1	Analyze and explain the basic functions of money for individuals, families, communities, and society.	X	X	X			X			X
7.2	Identify the composition of the money supply in the United States.	X	X	X			X			
7.3	Explain the role of banks and other financial institutions in the economy of the United States and in the day-to-day activities of individuals, families, and communities.	X	X	X			X			X
7.4	Describe the organization, functions, and impacts of the Federal Reserve System.	X	X	X			X			
7.5	Demonstrate how banks create money through the principle of fractional reserve banking, and explain the impacts of this practice on individuals, families, and communities.	X	X	X			X			X
7.6	Identify different causes of inflation. Determine who gains and loses by inflation using individual, family, and community examples.	X	X	X			X			
7.7	Compare and contrast services available to individuals and families from financial institutions (e.g. credit, savings, investment).	X	X	X		X	X			
	<b>Standard 8: Labor Productivity</b> <b>INSPIRE&gt;Links&gt;U.S. Government</b>									
	<i>Explain the importance of labor productivity to individuals, families, communities, firms, and nations by explaining how labor productivity affects income, production, costs, and standard of living.</i>									
8.1	Define labor productivity; identify basic factors (technology, education and training, specialization) which affect productivity.	X	X	X						
8.2	Explain how increases in labor productivity improve wages and standards of living for individuals, families, communities, and society.	X	X	X						X
8.3	Explain how individual and family decisions to create and purchase new capital goods or to invest in education and training involves a trade-off of fewer consumer goods or services in the present in return for higher future labor productivity.	X	X	X						X
8.4	Explain and give individual, family, community, and society examples of economies of scale.	X	X	X						X
8.5	Explain ways that employers and employees have worked together to improve business productivity.	X	X	X						X
8.6	Compare and contrast labor productivity trends in the United States and other developed countries.	X	X	X		X				X
8.7	Demonstrate how government expenditures, regulations, and tax policy can influence labor productivity.	X	X	X						X

8.8	Compare and contrast how market and nonmarket forces (such as union activity, ?family friendly? policies) influence wage rates and labor productivity.	X	X	X		X						X
	<b>Standard 9: Economic Stabilization</b>											
	<i>Describe economic stabilization policies, how they impact the economy, and how they influence and are influenced by individuals, families, businesses, communities, and society.</i>											
9.1	Define/explain the following concepts and their interrelationships with the economic roles and activities of individuals, families, and communities: fiscal policy, monetary policy, aggregate supply and demand, unemployment, gross domestic product.	X	X	X			X	X				X
9.2	Explain the four phases of the business cycle: expansion, peak, contraction, and recession.	X	X	X								X
9.3	Explain how the relationship between aggregate supply and aggregate demand is an important determinant of the levels of unemployment and inflation in an economy.	X	X	X								X
9.4	Explain how the government uses taxing and spending decision (fiscal policy) to promote price stability, maximum employment, and economic growth.	X	X	X								X
9.5	Explain the limitations of using Gross Domestic Product (GDP) to measure economic welfare.	X	X	X								X
9.6	Explain how the Federal Reserve uses monetary tools to promote price stability, maximum employment, and economic growth.	X	X	X								X
9.7	Explain how monetary policy affects the level of inflation in the economy.	X	X	X								X
	<b>Standard 10: Trade</b>											
	<i>Explain why nations trade goods and services and explain the impact of trade on the economies of the nations involved.</i>											
10.1	Define/explain the following concepts, with an emphasis on individual, family, and community applications and impacts: absolute advantage, comparative advantage, quotas, tariffs, exchange rates, balance of payments, balance of trade, trade deficit.	X	X	X		X	X					X
10.2	Explain the benefits of trade among individuals, families, businesses, communities, regions, and nations.	X	X	X				X				X
10.3	Explain why countries sometimes erect barriers to trade.	X	X	X				X				X
10.4	Summarize the arguments for and against free trade.	X	X	X				X				X
10.5	Explain the difference between balance of trade and balance of payments.	X	X	X								X
10.6	Explain fluctuations in currency exchange rates and how these fluctuations affect trade.	X	X	X								X
10.7	Describe impacts of trade agreements such as the North Atlantic Free Trade Agreement (NAFTA) and the General Agreement on Tariffs and Trade (GATT) on individuals, families, communities, and countries.	X	X	X					X			X

COMPETENCY NUMBER	<p style="text-align: center;"><b>CORRELATION OF THE INFORMATION LITERACY STANDARDS AND INDIANA'S ACADEMIC STANDARDS FOR FAMILY AND CONSUMER SCIENCES</b></p> <p style="text-align: center;"><b>Release date 2003</b></p>	ILS 1	ILS 2	ILS 3	ILS 4	ILS 5	ILS 6	ILS 7	ILS 8	ILS 9
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<b>EARLY CHILDHOOD EDUCATION AND SERVICES</b>										
<b>Standard 1: <i>Explain, demonstrate, and integrate processes of thinking, communication, leadership, and management in order to apply family and consumer sciences knowledge and skills.</i></b>										
1.1	Explain and demonstrate components of directed thinking, particularly critical thinking, creative thinking, and reasoning.	X	X	X			X			X
1.2	Explain and demonstrate components, roles, functions, and styles of effective communication in family, community, and career settings.	X	X	X			X	X		X
1.3	Explain and demonstrate collaborative leadership that encourages participation and respect for the ideas, perspectives, and contributions of all group members.	X	X	X					X	X
1.4	Explain and demonstrate management and problem solving processes to address problems, make decisions, and accomplish tasks and responsibilities in family, career, and community settings.	X	X	X				X		X
1.5	Examine and demonstrate interrelationships among thinking, communication, leadership, and management processes and their applications to making decisions and addressing individual, family, community, and workplace issues.	X	X	X			X	X		X
<b>Standard 2: <i>Analyze career paths within early childhood education and services.</i></b> <b>INSPIRE; <a href="http://www.inspire.net/indedu.html">http://www.inspire.net/indedu.html</a></b>										
2.1	Determine the roles and functions of individuals engaged in early childhood education and services.	X	X	X			X			
2.2	Explore opportunities for employment and entrepreneurial endeavors.	X	X	X	X			X		
2.3	Examine education and training requirements and opportunities for career paths related to early childhood education and services.	X	X	X			X			
2.4	Examine the impact of early childhood education and services occupations on local, state, national, and global economics.	X	X	X			X	X		
2.5	Evaluate this career path in relationship to personal knowledge, attitudes, behaviors, principles, standards, and goals.	X	X	X			X	X	X	
<b>Standard 3: <i>Analyze developmentally appropriate practices to plan for early childhood education and services .</i></b>										
3.1	Examine existing and emerging child development theories and their implications for educational and child care practices.	X	X	X	X		X	X		
3.2	Determine a variety of assessment methods to observe and interpret children's growth and development.	X	X	X			X			
3.3	Consider cultural and environmental influences when interpreting children's development.	X	X	X				X	X	
3.4	Consider special needs when interpreting children's developmental levels.	X	X	X	X					
3.5	Put into effect strategies that promote children's growth and development.	X	X	X			X			X
<b>Standard 4: <i>Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.</i></b>										
4.1	Examine a variety of curriculum and instructional models.	X	X	X		X				
4.2	Implement learning activities in all curriculum areas that meet the developmental needs of children.									X

4.3	Implement an integrated curriculum that incorporates a child's language, learning styles, home experiences, and cultural values.	X	X	X		X	X	X		X
4.4	Demonstrate a variety of teaching methods to meet individual needs of children.			X		X	X	X		
4.5	Create environments, including learning centers, that provide for children's creativity, exploration, discovery, and development.				X	X	X			
4.6	Establish schedules, routines, and transitions for units, lessons, and activities.			X			X			
	<b>Standard 5: Demonstrate a safe and healthy learning environment for children.</b> <b>INSPIRE:</b> <a href="http://www.inspire.net/medicalweb.html">http://www.inspire.net/medicalweb.html</a>									
5.1	Manage physical space to maintain a safe and healthy learning environment.			X		X	X			
5.2	Apply safe and healthy practices that comply with state regulations.			X		X	X			
5.3	Implement strategies to teach children health, safety, and sanitation habits.			X		X	X			X
5.4	Provide safe and healthy meals and snacks.			X		X	X			X
5.5	Document symptoms of child abuse and neglect and use appropriate procedures to report suspected abuse or neglect to the designated authorities.			X			X	X	X	X
5.6	Implement basic health practices and prevention procedures of workers and children regarding childhood illness and communicable diseases.	X	X	X	X			X		
5.7	Demonstrate security and emergency procedures.	X	X	X			X	X		X
	<b>Standard 6: Demonstrate techniques for positive collaborative relationships with children and their families .</b>									
6.1.	Establish developmentally appropriate guidelines for behavior.	X	X	X				X	X	X
6.2	Demonstrate problem-solving skills with children.	X	X	X		X	X			X
6.3	Demonstrate interpersonal skills that promote positive and productive relationships with children.	X	X	X		X	X			X
6.4	Implement strategies for constructive and supportive interactions between children and their families.			X			X			X
6.5	Demonstrate ability to present information regarding developmental issues and concerns related to children.	X	X	X	X		X			X
6.6	Demonstrate ethical standards that guide behavior in interpersonal relationships with children and their families.	X	X	X		X			X	X
	<b>Standard 7: Demonstrate professional practices and standards related to working with children and their families .</b>									
7.1	Utilize opportunities for continuing training and education.	X	X	X	X	X	X			X
7.2	Apply professional ethical standards as accepted by the recognized professional organizations.			X			X		X	X
7.3	Implement federal, state, and local standards, policies, regulations, and laws that impact children, families, and programs.	X	X	X			X	X	X	X
7.4	Demonstrate enthusiasm, initiative, and commitment to program goals and the welfare of children.	X	X	X	X				X	X
7.5	Demonstrate business management skills needed for planning and successfully managing businesses in early childhood education and services.	X	X	X	X		X			X
7.6	Demonstrate appreciation for diverse perspectives, needs, and characteristics of individuals and families.	X	X	X		X	X			X
	<b>Standard 8: Demonstrate transferable employability skills in the community and the workplace.</b>									
8.1	Examine potential career choices to determine the knowledge, skills, behaviors, and attitudes associated with each.	X	X	X	X		X			
8.2	Demonstrate job seeking and job keeping skills.	X	X	X	X		X			X
8.3	Apply communication skills in community and workplace settings.	X	X	X	X			X		X
8.4	Demonstrate teamwork skills in community and workplace settings.	X	X	X		X		X		X
8.5	Apply basic math skills to successfully manage resources in community and workplace settings.	X	X	X			X	X		
8.6	Examine strategies to manage the impact of changing technologies in workplace settings.		X						X	
8.7	Demonstrate leadership skills and abilities in the workplace and community.			X		X				X
8.8.	Examine factors that contribute to maintaining safe and healthy work and community environments.	X	X					X		

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	<b>FACS ISSUES AND APPLICATIONS</b>									
	<b>Standard 1: <i>Integrate processes of thinking, communication, leadership, and management to address problems and make decisions in family and community service settings.</i></b>									
	<b>Every student addresses each of these competencies:</b>									
1.1	Apply critical thinking processes, such as: to assess source, reliability, and adequacy of information; to classify, compare, and contrast ideas; to identify premises and conclusions; to distinguish among opinion, reasoned judgment, and fact; and to recognize underlying assumption, biases, and values.	X	X	X	X		X		X	
1.2	Apply creative thinking processes, such as: lateral and vertical thinking; generation and exploration of ideas; selecting relevant information; networking or webbing; redefining the problem; and identifying multiple solutions.			X			X			X
1.3	Apply components of "best practices" in communication, such as: verbal and nonverbal behaviors and attitudes; listening and feedback techniques, applications of technology, and impacts of interpersonal roles, functions, and styles.			X		X		X	X	
1.4	Demonstrate communication that reflects ethical principles and sensitivity to the diverse perspectives and needs of others.	X	X	X					X	X
1.5	Create an environment that encourages and respects the ideas, perspectives, and contributions of all participants.			X		X		X		
1.6	Demonstrate collaborative leadership processes in which participants identify a common vision, cooperate with each other to achieve that vision, and share responsibility for achieving and evaluating results.			X		X				X
1.7	Choose responsible actions using established standards, such as: aesthetic, health and safety, environmental, economics, and/or ethical standards.		X	X	X				X	
1.8	Apply management and decision-making processes:	X	X	X			X	X		
	1) Analyze a situation and identify recurring and evolving concerns facing families and communities.									
	2) Determine standards, criteria, goals, or valued ends.									
	3) Examine information about context, resources, and alternative actions.									
	4) Evaluate choices for alternative actions and potential consequences.									
	5) Select a course of action.									
	6) Form a plan of action and timeline.									
	7) Take action.									
	8) Evaluate action and results.									

	<b>Standard 2: Evaluate recurring and evolving concerns and conditions that impact needs for family and community services.</b> <b>INSPIRE&gt;Links&gt;Health &amp; Medicine</b>									
	<b>Every student addresses each of these competencies:</b>									
2.1	Assess individual and family concerns related to family and community services issues such as: health and wellness, safety, managing the work of the family, community resources, living environments, and various disadvantaging conditions.	X		X	X				X	
2.2	Analyze global, environmental, economic, and other trends and issues that impact needs for family and community services.	X	X	X				X	X	
2.3	Examine situations that require education for personal intervention compared to those that require more extensive intervention from human service professionals.		X					X	X	X
	<b>Standard 3: Analyze family and community services that are available to address the needs of individuals and families.</b>									
	<b>Every student addresses each of these competencies:</b>									
	<b>INSPIRE&gt;Indiana Links&gt;State &amp; Local Government</b>									
3.1	Examine local, state, and national agencies and organizations and other resources that provide services to individuals and families.				X			X	X	X
3.2	Examine strategies used to assist individuals and families in overcoming diverse challenges.				X			X	X	
3.3	Examine laws and regulations that impact service providers and their participants.				X			X	X	
3.4	Determine professional, ethical, legal, and safety issues that confront human services providers.		X		X					X
	<b>Standard 4: Plan, provide, and assess services that meet individual, family, and/ or community needs.</b>									
	<b>With the guidance and approval of the teacher, each student designs and conducts an in-depth project to accomplish one or more of the following competencies, or designs a project of their own that develops competencies with equal or greater merit:</b>									
	<b>INSPIRE&gt;Indiana Links&gt;Environment &amp; Nature</b>									
4.1	Evaluate or develop products that meet human service needs of individuals, families, or communities, accounting for ecological, environmental, sociological, psychological, technical, and/or economic considerations.		X				X	X	X	X
4.2	Demonstrate ability to secure community resources that contribute to the well-being of individuals and families.	X	X	X					X	X
4.3	Apply basic concepts of nutritional therapy in activities such as developing specialized dietary plans or providing nutrition instruction for health maintenance and disease prevention.			X	X			X	X	X
4.4	Evaluate or develop options for meeting basic human needs such as housing, food, and/or apparel, considering standards and goals, available resources, and obstacles.		X	X				X	X	
4.5	Examine impacts of environmental trends and issues on individuals, families, and future generations.	X	X		X				X	
4.6	Research personal, social, emotional, economic, vocational, educational, and/or recreational issues for individuals and families with a variety of disadvantaging conditions.	X	X	X	X	X				
4.7	Provide family and community services that help individuals and families cope or adjust to disadvantaging conditions.			X				X	X	
4.8	Examine and demonstrate roles, functions, and contributions of individuals engaged in careers in family and consumer sciences education or services.	X	X		X			X		
4.9	Design and implement selected projects from the FHA/HERO program of work.	X	X	X				X		
4.10	Apply components of "best practices" in leadership and communication to roles and responsibilities related to FHA/HERO.			X			X	X		X

	<b>Standard 5: <i>Integrate knowledge, skills, professional behaviors, and ethical standards related to providing family and community services.</i></b>											
	<b>Every student addresses each of these competencies:</b>											
5.1	Examine and develop documentation to show personal strengths, needs, preferences, and interests in relationship to those needed for careers in family and community services.			X	X				X			X
5.2	Maintain accurate and confidential documentation of tasks, activities, and results to be submitted in a timely manner to appropriate sources.				X	X						X
5.3	Demonstrate and document professional, collaborative, and ethical relationships with colleagues, support teams, participants, and families who benefit from services.	X	X	X	X				X	X		X
5.4	Demonstrate and document achievement of FACS, SCANS, and academic competencies in a portfolio format.				X	X	X					X

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<b>FOOD INDUSTRY OCCUPATIONS I, II</b>										
<b>Standard 1: <i>Employability Skills</i></b>										
<b>INSPIRE&gt;Links&gt;Education</b>										
1.1	Reacts to and solves guest problems effectively.	X	X	X				X		
1.2	Makes suggestions to solve operational problems (such as choosing between conflicting priorities, managing multiple projects, or helping a coworker solve a problem) effectively.	X	X	X				X		
1.3	Monitors and manages own work time to achieve desired performance.	X	X	X	X					
1.4	Performs tasks in order of priority. When unsure of the order of priority, asks an appropriate supervisor or coworker.	X	X	X	X					
1.5	Gives customers correct change.	X	X	X					X	
1.6	Communicates thoughts, ideas and information well between the front of the house and back of the house to ensure fast and high-quality guest service.	X	X	X	X					X
1.7	Works to resolve guests' complaints effectively.	X	X	X	X					X
1.8	Accommodates guests who have special requests or needs.	X	X	X	X					X
1.9	Lifts and handles utensils, cooking pots, and other hot items to prevent burns and scalds to self and others.	X	X	X						
1.10	Demonstrates safety by cleaning up spills to prevent trips and falls without being told.	X	X	X			X			X
1.11	Lifts heavy items safely to prevent back and other injuries.	X	X	X						
1.12	Holds, uses, and passes knives correctly to prevent injury to self and others.	X	X	X						
1.13	Cleans and sanitizes foodservice equipment, utensils, dishes, glasses, flatware, cabinets, counters, woodwork, floors, windows, refrigerators, ranges, sinks, garbage disposals, and trash areas using correct sanitation procedures.	X	X	X						
1.14	Stores, cooks, and holds different types of food using correct food safety procedures.	X	X	X						
1.15	Demonstrates steps for avoiding contamination and cross-contamination of foods, including frequent and thorough hand washing.	X	X	X						X
1.16	Demonstrates proper procedures for operating machines and computers.	X	X	X					X	X
1.17	Locates, understands, and interprets written information in manuals and schedules.	X	X	X			X			
<b>Standard 2: <i>Personal Skills and Characteristics</i></b>										
2.1	Speaks clearly and courteously to customers, coworkers, supervisors, and professionals.	X	X	X						X
2.2	Actively listens to customers, coworkers, supervisors, and professionals without interrupting.	X	X	X						X
2.3	Asks for supervisory approval when appropriate.	X								
2.4	Makes work-related decisions using sound judgment.	X	X	X			X			
2.5	Arrives at work on time, or calls in advance with an acceptable reason for being late.	X	X	X			X			
2.6	Does not miss scheduled work without calling in advance with an acceptable reason.	X	X	X					X	

2.7	Communicates responsibly thoughts, feelings, and ideas regarding work policies and procedures with supervisor.	X	X	X						X
2.8	Arrives at work alert, well-groomed, and dressed appropriately for the job.	X	X	X						
2.9	Maintains a productive, flexible, and hard-working approach to work.	X	X	X				X		
2.10	Asks appropriate questions when unsure of a policy or procedure.	X	X	X			X			
2.11	Displays an honest and ethical approach to work.	X	X	X						X
2.12	Offers to help whenever possible or appropriate.	X	X	X	X					
2.13	Works hard to become excellent at doing tasks to set a positive example for others.	X	X	X	X					X
2.14	Works willingly and cooperatively with people from a variety of ethnic, social, or educational backgrounds.	X	X	X						X
2.15	Helps others learn needed knowledge and skills.	X	X	X	X					X
<b>Standard 3: Successful Customer Relations</b>										
3.1	Speaks clearly and courteously on the telephone to customers, coworkers, supervisors, and professionals.	X	X	X			X			
3.2	Arranges a dining area for a specified type of service (table service, buffet, banquet, cafeteria, etc.) and for specified seating requirements.	X	X	X			X			
3.3	Sets a table with linen, flatware, glassware, and condiments in accordance with several types of service.	X	X	X			X			
3.4	Presents all menu items correctly plated and garnished.	X	X	X			X			
3.5	Greets and seats guests properly.	X	X	X			X			
3.6	Takes guests' orders accurately.	X	X	X			X			
3.7	Demonstrates knowledge of menu items and is able to describe them to guests.	X	X	X			X			X
3.8	Is able to answer guests' questions about menu items.	X	X	X			X			X
3.9	Serves a guest meal efficiently, including serving and removing food and beverage items.	X	X	X			X			X
3.10	Processes and presents a guest sales check properly.	X	X	X			X			X
3.11	Clears guests' tables properly.	X	X	X						
3.12	Writes a simple business letter with assistance to a customer or professional using appropriate language style and format.	X	X	X			X			X
<b>Standard 4: Kitchen Basics</b>										
4.1	Reads instructions, recipes, menus, and policies quickly and with comprehension.	X	X	X						
4.2	Weighs and measures food and other resources accurately.	X	X	X						
4.3	Converts weights and measures accurately.	X	X	X						
4.4	Stocks and replenishes food, beverages, condiments, and sundries at side/server stations.	X	X	X						
4.5	Uses, handles, and cleans mixing equipment using correct procedures.	X	X	X						
4.6	Uses, handles, and cleans cooking equipment using correct procedures.	X	X	X						
4.7	Uses, handles, and cleans dishwashing equipment using correct procedures.	X	X	X						
4.8	Uses, handles, and cleans waste-disposal equipment using correct procedures.	X	X	X						
<b>Standard 5: Food Preparation and Storage</b>										
5.1	Demonstrates preparing and storing sandwiches.	X	X	X			X			X
5.2	Demonstrates basic egg cooking, including frying, scrambling, poaching, or basting.	X	X	X			X			X
5.3	Demonstrates breakfast cooking, including pancakes, waffles, bacon, sausages, breads, potatoes, or hot cereals.	X	X	X			X			X
5.4	Demonstrates preparing and storing fruits and vegetables.	X	X	X			X			X
5.5	Demonstrates proper garnishing to enhance texture, color, and appearance of foods.	X	X	X			X			X
5.6	Demonstrates preparing and storing salads and dressings.	X	X	X			X			X
5.7	Demonstrates preparing and storing rice, pasta, and other cooked grains.	X	X	X			X			X
5.8	Demonstrates preparing and storing cakes, cookies, and pies.	X	X	X			X			X
5.9	Demonstrates preparing and storing puddings, custards, mousse, soufflé, or other dessert items.	X	X	X			X			X
5.10	Demonstrates preparing and storing cooked fish, shellfish, meats, and poultry.	X	X	X			X			X
5.11	Demonstrates preparing and storing brown, white, or preprepared stock.	X	X	X			X			X

5.12	Demonstrates preparing and storing soups and sauces.	X	X	X			X			X
<b>Standard 6: Food Service Accounting</b>										
6.1	Balances cash register transactions using basic arithmetic computations.	X	X	X						
6.2	Costs out a recipe accurately.	X	X	X						
6.3	Determines a recipe's yield accurately.	X	X	X						
6.4	Demonstrates knowledge of how T accounts and a trial balance help managers keep financial records.	X	X	X			X			X
6.5	Demonstrates knowledge of the information contained on an income statement.	X	X	X			X			X
6.6	Demonstrates knowledge of the information contained on a balance sheet.	X	X	X			X			X
<b>Standard 7: Marketing and the Menu</b>										
7.1	Demonstrates knowledge from outside sources (magazines, catalogs, brochures, professional association materials) to an operation and its guests.	X	X	X			X			X
7.2	Communicate the operation's theme and style of service to guests and supervisors.	X	X	X			X			X
7.3	Demonstrates knowledge of an operation's menu mix.	X	X	X			X			X
<b>Standard 8: Purchasing and Inventory Control</b>										
8.1	Receives food and beverages using proper procedures to ensure security and food safety.	X	X	X			X			X
8.2	Stores food and beverages using proper procedures to ensure security and food safety.	X	X	X			X			X
8.3	Conducts a physical inventory of food, beverages, and non-food items.	X	X	X			X			

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	<b>HOUSING AND INTERIORS</b>									
	<b>Standard 1: Explain, demonstrate, and integrate processes of thinking, communication, leadership, and management in order to apply family and consumer sciences knowledge and skills.</b>									
1.1	Explain and demonstrate components of directed thinking, particularly critical thinking, creative thinking, and reasoning.	X	X	X		X				X
1.2	Explain and demonstrate components, roles, functions, and styles of effective communication in family, community, and career settings.	X	X	X				X		X
1.3	Explain and demonstrate collaborative leadership that encourages participation and respect for the ideas, perspectives, and contributions of all group members.	X	X	X				X		X
1.4	Explain and demonstrate management and problem-solving processes to address problems, make decisions, and accomplish tasks and responsibilities in family, career and community settings.	X	X	X				X		X
1.5	Examine and demonstrate interrelationships among thinking, communication, leadership, and management processes and their applications to making decisions and addressing individual, family, community, and workplace issues.	X	X	X	X			X		X
	<b>Standard 2: Analyze factors that influence design and development in housing and interiors.</b> <b>INSPIRE&gt;Links&gt;Art &amp; Music</b>									
2.1	Analyze variations in features of different styles of architecture, interiors, furniture, and furnishings.	X	X	X			X			
2.2	Consider how features of architecture, furniture, and furnishings have been influenced by technology, mass production, and prosperity cycles through various historical periods.	X	X	X					X	
2.3	Analyze historical and current aspects and future trends of housing and interiors.	X	X	X			X			
2.4	Analyze the impact of current and emerging trends and issues on housing needs of individuals, families, and communities.	X	X	X	X		X	X		
	<b>Standard 3: Evaluate housing decisions in relation to available resources and options.</b> <b>INSPIRE&gt;Indiana Links&gt;Consumers</b>									
3.1	Assess individual and family needs, standards and goals, financial resources, human resources, community needs and resources in planning for housing, interiors, and furnishings.	X	X	X	X			X		
3.2	Analyze geographic locations, safety and security, energy-efficiency, aesthetic preferences, and required maintenance in order to make housing choices that meet needs of individuals, families, and communities.	X	X	X	X		X	X		
3.3	Evaluate the impact of zoning regulations, restrictions, and ownership options on housing choices.	X	X	X						
3.4	Examine processes and costs for acquiring and maintaining a place of residence or business, including financing and tax considerations.	X	X	X	X					
3.5	Analyze construction specifications and quality to meet determined needs.	X	X	X			X			
3.6	Assess options for locating or relocating one's residence or business at home or abroad.	X	X	X	X					

	<b>Standard 4: Evaluate the use of furnishings and products in meeting specific housing and interiors needs .</b>									
4.1	Research information about housing and interiors products such as building materials, floor coverings, wall coverings, window treatments, furniture, lighting fixtures, accessories, and kitchen and bath fixtures and equipment.	x	x	x						
4.2	Appraise and select various interiors, furnishings, appliances, and equipment considering care, maintenance, cost, safety and environmental issues.	x	x	x						
4.3	Apply industry standards to measuring, estimating, ordering, purchasing, and pricing.	x	x	x			x			
4.4	Appraise various interior furnishings, appliances, and equipment considering design elements, impacts of technology, and ability to meet special needs.	x	x	x	x		x			
	<b>Standard 5: Analyze design and space planning skills used in housing, interiors, and furnishings careers .</b> <b>INSPIRE&gt;Links&gt;Jobs &amp; Careers</b>									
5.1	Examine potential career paths in the housing, interiors, and furnishings industry to determine roles and functions, knowledge, skills, attitudes, educational preparation, and employment opportunities associated with each.	x	x	x			x	x		
5.2	Analyze and interpret blueprints and floor plans for efficiency and safety in areas such as activity zones, traffic patterns, storage, and electrical and mechanical systems.	x	x	x			x			
5.3	Analyze principles of design, traffic flow, activity, and existing architectural features in creating floor/space plans that meet the needs of individuals, families, workplaces, and/or communities.	x	x	x			x	x		
5.4	Utilize applicable building codes, universal guidelines, and regulations in floor/space planning.	x	x	x			x			
5.5	Prepare interior floor/space plans using industry-standard scales, architectural symbols, and drafting techniques.	x	x	x			x			
5.6	Create and present floor/space plans using computer design software and other media such as photography, video, and samples of real products.	x	x	x			x		x	
5.7	Critique aesthetics, function, and psychological impacts of design plans that address individual's, family's, or client's needs, goals, and resources.	x	x	x	x		x			

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<b>HUMAN DEVELOPMENT AND FAMILY WELLNESS</b>										
<b>Standard 1: Explain, demonstrate, and integrate processes of thinking, communication, leadership, and management in order to apply family and consumer sciences knowledge and skills.</b>										
1.1	Explain and demonstrate components of directed thinking, particularly critical thinking, creative thinking, and reasoning.	X	X	X		X	X			X
1.2	Explain and demonstrate components, roles, functions, and styles of effective communication in family, community, and career settings.	X	X	X		X	X			X
1.3	Explain and demonstrate collaborative leadership that encourages participation and respect for the ideas, perspectives, and contributions of all group members.	X	X	X		X	X			X
1.4	Explain and demonstrate management and problem-solving processes to address problems, make decisions, and accomplish tasks and responsibilities in family, career and community settings.	X	X	X		X	X	X		X
1.5	Examine and demonstrate interrelationships among thinking, communication, leadership, and management processes and their applications to making decisions and addressing individual, family, community, and workplace issues.	X	X	X		X	X	X		X
<b>Standard 2: Analyze principles of human development and family wellness throughout the life cycle.</b> <b>INSPIRE&gt;Links&gt;Jobs &amp; Careers</b>										
2.1	Examine physical, emotional, social, intellectual, moral, and cultural development and wellness throughout the individual and family life cycles.	X	X	X			X			X
2.2	Examine interrelationships among physical, emotional, social, and intellectual aspects of human development and family wellness.	X	X	X			X			
<b>Standard 3: Analyze conditions that influence human development and family wellness throughout the life cycle.</b>										
3.1	Investigate the impact of heredity and environment on human growth, development, and wellness.	X	X	X	X		X			
3.2	Analyze governmental, economic, technological, and geographic impacts on human growth, development, and wellness throughout the life cycle.	X	X	X			X	X	X	
3.3	Examine physical, psychological, social, and cultural influences on human growth, development, and wellness.	X	X	X			X			
3.4	Examine the effects of life events on physical and emotional development.	X	X	X			X			
3.5	Assess the impact of fads, addictions, disorders, and other disadvantaging conditions on human development and family wellness.	X	X	X			X	X		
<b>Standard 4: Analyze the impact of family as a system on individuals and society.</b>										
4.1	Analyze biological, emotional, legal, and ethical factors related to preparing for parenthood and carrying out parenting roles throughout the life cycle.	X	X	X			X	X	X	
4.2	Examine roles, responsibilities, and functions of families and family members throughout the life cycle.	X	X	X			X	X		X
4.3	Examine family as the basic unit of society.	X	X	X			X	X		

4.4	Examine global influences on today's families.	X	X	X			X		X	
4.5	Examine the role of family in teaching culture and traditions throughout the life cycle.	X	X	X			X	X	X	
4.6	Examine the role of family in developing independence, interdependence, and commitment of family members.	X	X	X			X	X	X	
4.7	Determine the impact on families of change and transitions over the life course.	X	X	X			X	X		
	<b>Standard 5: Demonstrate appreciation for diverse perspectives, needs, and characteristics of individuals and families.</b> <b>INSPIRE&gt;EBSCO Host</b>									
5.1	Demonstrate awareness of multiple diversities and their impact on individuals and families.	X	X	X		X	X	X		X
5.2	Examine the impact of cultural diversity and global interaction on individuals and families.	X	X	X			X	X		
5.3	Examine the impact of empathy for diversity on individuals in family, work, and community settings.	X	X	X			X	X		
5.4	Demonstrate respect for multiple diversities with sensitivity to anti-bias and equity in gender, age, race, culture, ethnicity, socio-economic status, and exceptionalities.	X	X	X		X	X	X	X	X
	<b>Standard 6: Determine strategies that promote human development and family wellness throughout the life cycle.</b>									
6.1	Locate and evaluate products and information related to nutrition and wellness.	X	X	X	X		X	X		
6.2	Examine issues and options related to child care and elder care.	X	X	X			X	X	X	
6.3	Demonstrate communication skills that contribute to individual and family wellness.	X	X	X		X	X	X		X
6.4	Demonstrate techniques for prevention and management of illness and disease.	X	X	X		X	X	X		X
6.5	Create plans for individual and family safety and for emergency response.	X	X	X	X	X	X	X	X	X
6.6	Utilize family and community resources to meet individual and family nutrition, health, and wellness needs throughout the life cycle.	X	X	X		X	X	X	X	X
6.7	Construct a safe and healthy environment for individuals, families, and communities.	X	X	X	X	X	X	X	X	X
	<b>Standard 7: Analyze career paths within family and community services.</b> <b>INSPIRE&gt;Links&gt;Jobs &amp; Careers</b>									
7.1	Explore opportunities for employment and entrepreneurial endeavors related to family and community services.	X	X	X	X		X	X		
7.2	Determine the roles and functions of individuals engaged in family and community service careers.	X	X	X			X	X		
7.3	Examine requirements and opportunities for education and training for careers related to family and community services and the health professions.	X	X	X			X	X		
7.4	Examine factors that contribute to collaborative relationships between family members and human services professionals.	X	X	X			X	X		

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	<b>INTERPERSONAL RELATIONSHIPS</b>									
	<b>Standard 1: Explain, demonstrate, and integrate processes of thinking, communication, leadership, and management in order to apply family and consumer sciences knowledge and skills.</b>									
1.1	Explain and demonstrate components of directed thinking, particularly critical thinking, creative thinking, and reasoning.	X	X	X			X			X
1.2	Explain and demonstrate components, roles, functions, and styles of effective communication in family, community, and career settings.	X	X	X	X	X	X	X	X	X
1.3	Explain and demonstrate collaborative leadership that encourages participation and respect for the ideas, perspectives, and contributions of all group members.	X	X	X	X		X	X	X	X
1.4	Explain and demonstrate management and problem-solving processes to address problems, make decisions, and accomplish tasks and responsibilities in family, career and community settings.	X	X	X	X		X	X	X	X
1.5	Examine and demonstrate interrelationships among thinking, communication, leadership, and management processes and their applications to making decisions and addressing individual, family, community, and workplace issues.	X	X	X	X		X	X	X	X
	<b>Standard 2: Analyze functions and expectations of various types of relationships.</b> <b>INSPIRE&gt;EBSCO Host</b>									
2.1	Examine processes for building and maintaining interpersonal relationships.	X	X	X	X		X	X	X	X
2.2	Examine the impact of the various stages of the family life cycle on interpersonal relationships.	X	X	X			X	X		
2.3	Explore positive and negative interactions of healthy and unhealthy relationships.	X	X	X	X		X	X	X	
2.4	Determine stress management strategies for family, work, and community settings.	X	X	X		X	X	X		X
	<b>Standard 3: Analyze personal needs and characteristics and their impact on interpersonal relationships.</b>									
3.1	Examine the impact of personal characteristics on relationships.	X	X	X	X		X	X	X	X
3.2	Consider the effect of personal needs on relationships.	X	X	X	X		X	X	X	
3.3	Examine the effect of self-esteem and self-image on relationships.	X	X	X	X		X	X	X	
3.4	Examine the impact of personal standards and codes of conduct on interpersonal relationships.	X	X	X	X		X	X	X	
	<b>Standard 4: Demonstrate communication skills that contribute to positive relationships.</b>									
4.1	Examine levels of communication and their effects on relationships.	X	X	X			X	X	X	
4.2	Demonstrate verbal and non-verbal behaviors and attitudes that contribute to effective communication.	X	X	X		X	X	X		X
4.3	Demonstrate effective listening and feedback techniques.	X	X	X		X	X	X		X
4.4	Examine barriers to communication in family, work, and community settings.	X	X	X	X		X	X	X	
4.5	Analyze ethical principles of communication in family, community, and work settings.	X	X	X	X		X	X	X	X
4.6	Examine the impact of communication technology in family, work, and community settings.	X	X	X			X	X	X	X

4.7	Examine the roles and functions of communication in family, work, and community settings.	X	X	X			X	X	X	X
	<b>Standard 5: Evaluate effective conflict prevention and management techniques.</b> <b>INSPIRE&gt;EBSCO Host</b>									
5.1	Determine the origin and development of attitudes and behaviors regarding conflict.	X	X	X			X	X	X	X
5.2	Determine how similarities and differences among people affect conflict prevention and management.	X	X	X			X	X	X	X
5.3	Implement strategies that prevent or resolve conflict.	X	X	X		X	X	X	X	X
5.4	Assess community resources, services, and agencies that support conflict prevention and management.	X	X	X			X	X		X
	<b>Standard 6: Demonstrate teamwork and leadership skills in the family, workplace, and community.</b>									
6.1	Describe and demonstrate collaborative group leadership (in which group members: develop a common vision; relate and cooperate with each other to achieve that vision; and assume shared responsibility for each other, the group, and the larger community).	X	X	X	X	X	X	X	X	X
6.2.	Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.	X	X	X		X	X	X	X	X
6.3	Demonstrate strategies to motivate, encourage, and involve group members, utilizing their strengths and limitations.	X	X	X		X	X	X		X
6.4	Demonstrate techniques that develop team and community spirit, including integrating new team members.	X	X	X		X	X	X		X
	<b>Standard 7: Demonstrate standards that guide behavior in interpersonal relationships.</b>									
7.1	Examine types of standards for making judgments and the role these standards play in guiding interpersonal relationships.	X	X	X			X	X	X	X
7.2	Assess the nature of issues and situations in view of personal standards.	X	X	X			X		X	
7.3	Apply standards when making judgments or taking personal actions.	X	X	X		X	X	X	X	
7.4	Demonstrate ethical behavior in family, workplace, and community.	X	X	X	X	X	X	X	X	X
7.5	Examine the relative merits of opposing points of view regarding current ethical issues.	X	X	X			X	X	X	

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	<b>NUTRITION AND WELLNESS</b>									
	<b>Standard 1: Explain, demonstrate, and integrate processes of thinking, communication, leadership, and management in order to apply family and consumer sciences knowledge and skills.</b>									
1.1	Explain and demonstrate components of directed thinking, particularly critical thinking, creative thinking, and reasoning.	X	X	X		X	X			X
1.2	Explain and demonstrate components, roles, functions, and styles of effective communication in family, community, and career settings.	X	X	X		X	X	X		X
1.3	Explain and demonstrate collaborative leadership that encourages participation and respect for the ideas, perspectives, and contributions of all group members.	X	X	X		X	X			X
1.4	Explain and demonstrate management and problem-solving processes to address problems, make decisions, and accomplish tasks and responsibilities in family, career and community settings.	X	X	X		X	X			X
1.5	Examine and demonstrate interrelationships among thinking, communication, leadership, and management processes and their applications to making decisions and addressing individual, family, community, and workplace issues.	X	X	X		X	X	X		X
	<b>Standard 2: Analyze factors that influence nutrition and wellness practices across the life span.</b> <b>INSPIRE:<a href="http://www.inspire.net/medicalweb.html">http://www.inspire.net/medicalweb.html</a></b>									
2.1	Analyze physical, emotional, social, intellectual, and cultural components of individual and family wellness.	X	X	X	X		X	X		
2.2	Identify governmental, economic, geographic, and technological influences on individual and family wellness.	X	X	X	X		X	X	X	
2.3	Identify legislation and regulations related to nutrition and wellness issues.	X	X	X	X					
2.4	Examine interrelationships among wellness goals for teens, including contemporary issues such as nutrition; exercise; stress management; and use of tobacco, alcohol, and other drugs.	X	X	X	X		X	X		
2.5	Examine factors that influence health and wellness -- some controllable and some not -- such as exercise, nutrition, stress, genetics, work environments, and life events.	X	X	X	X		X			
2.6	Assess the impact of daily choices and behaviors on health and wellness.	X	X	X	X					
	<b>Standard 3: Evaluate nutrition and wellness needs and practices of individuals and families as they relate to health across the life span.</b> <b>INSPIRE&gt;EBSCO Host</b>									
3.1	Assess effects of overall dietary choices on present and future health, appearance, and peak performance.	X	X	X	X					
3.2	Examine how consumption of basic key nutrients during adolescence impacts quality and length of life.	X	X	X	X					
3.3	Evaluate relationships among food choices, eating patterns, physical activity, and maintaining healthy body weight.	X	X	X						
3.4	Create a plan to meet personal and family nutrition and wellness needs throughout the life cycle.	X	X	X	X					X
3.5	Assess impacts of body image, diet fads, and eating disorders on nutrition and wellness needs and practices.	X	X	X	X		X			

3.6	Locate and evaluate products and information related to issues such as sports nutrition, food fads and fallacies, and overall health and wellness.	x	x	x	x					
	<b>Standard 4: Demonstrate ability to acquire, handle, prepare, and serve foods to meet nutritional and wellness needs of individuals and families across the life span.</b>									
4.1	Apply USDA Dietary Guidelines, including the Food Guide Pyramid, in planning to meet nutrition and wellness needs.	x	x	x			x			
4.2	Investigate food modifications made for nutritional challenges such as vegetarianism, sports nutrition, diabetes, lactose intolerance, and food allergies.	x	x	x						
4.3	Demonstrate ability to select, store, prepare, and serve nutritious, safe, and aesthetically pleasing foods.	x	x	x			x			x
4.4	Assess practices individuals and families can use to conserve and recycle resources related to nutrition and wellness.	x	x	x	x		x			
4.5	Demonstrate ability to select, use, and maintain food preparation and storage equipment.	x	x	x			x			x
4.6	Evaluate recipes for nutritional value and preparation processes.	x	x	x			x			
4.7	Apply resource management principles when planning, purchasing, preparing, and serving food.	x	x	x			x			
	<b>Standard 5: Analyze factors that affect food safety and sanitation from production through consumption.</b>									
5.1	Determine conditions and practices that promote safe food handling.	x	x	x			x			
5.2	Analyze safety and sanitation practices throughout the food chain.	x	x	x			x			
5.3	Analyze federal, state, and local inspection and labeling systems that protect the health of individuals and the public.	x	x	x	x		x	x		
5.4	Monitor food borne illness as a health issue for individuals and families.	x	x	x	x			x		
	<b>Standard 6: Analyze impacts of science and technology on nutrition and wellness.</b>									
6.1	Explain impacts of technological advances on selection, availability, preparation, and home storage of food.	x	x	x						x
6.2	Identify effects of food science and technology on meeting nutritional needs.	x	x	x			x			x
6.3	Examine scientific and technological impacts on the availability, selection, use, and storage of wellness-related equipment and products.	x	x	x						x
	<b>Standard 7: Identify career paths related to nutrition and wellness.</b> <b>INSPIRE&gt;Links&gt;Jobs &amp; Careers</b>									
7.1	Identify opportunities for employment and entrepreneurial endeavors related to nutrition and wellness.	x	x	x	x					
7.2	Summarize roles and functions of individuals engaged in careers related to nutrition and wellness.	x	x	x	x					
7.3	Describe education and training requirements and opportunities for a variety of career paths related to nutrition and wellness.	x	x	x			x	x		

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	<b>ORIENTATION TO LIFE AND CAREERS</b>									
	<b>Standard 1: Explain, demonstrate, and integrate processes of thinking, communication, leadership, and management in order to apply family and consumer sciences knowledge and skills.</b>									
1.1	Explain and demonstrate components of directed thinking, particularly critical thinking, creative thinking, and reasoning.	X	X	X	X	X	X			X
1.2	Explain and demonstrate components, roles, functions, and styles of effective communication in family, community, and career settings.	X	X	X	X	X	X	X		X
1.3	Explain and demonstrate collaborative leadership that encourages participation and respect for the ideas, perspectives, and contributions of all group members.	X	X	X	X	X	X	X		X
1.4	Explain and demonstrate management and problem-solving processes to address problems, make decisions, and accomplish tasks and responsibilities in family, career and community settings.	X	X	X	X	X	X	X		X
1.5	Examine and demonstrate interrelationships among thinking, communication, leadership, and management processes and their applications to making decisions and addressing individual, family, community, and workplace issues.	X	X	X	X	X	X	X		X
	<b>Standard 2: Assess the impact of today's personal choices on tomorrow's possibilities.</b>									
2.1	Explore and determine personal aptitudes, interests, principles, goals, and desired lifestyle.	X	X	X	X					
2.2	Demonstrate skills and knowledge needed for planning to achieve personal, family and career goals. <b>INSPIRE&gt;Links&gt;Jobs &amp; Careers</b>	X	X	X	X			X		X
2.3	Examine and demonstrate skills for successfully integrating individual, family, community, and work roles.	X	X	X	X					X
2.4	Explore, determine, and utilize personal physical, social, emotional, and intellectual developmental characteristics to maximize future potential.	X	X	X	X		X			
	<b>Standard 3: Analyze selected career paths in relation to personal aptitudes, interests, principles, and desired lifestyle.</b>									
3.1	Determine roles and functions of individuals engaged in selected career paths.	X	X	X	X			X		
3.2	Explore career options and opportunities for employment and entrepreneurial endeavors for selected career paths.	X	X	X	X			X		
3.3	Examine education and training requirements related to various career options within a career path.	X	X	X	X			X		
3.4	Examine the impact of selected careers on desired lifestyles.	X	X	X	X			X		
3.5	Evaluate high school career plans in light of decisions about career paths and options. <b>INSPIRE&gt;Links&gt;U.S. Government</b>	X	X	X	X					

	<b>Standard 4: Develop basic skills and personal qualities needed for success in family, community, and workplace settings.</b>												
4.1	Demonstrate responsibility, teamwork, and integrity.								X	X	X		
4.2	Apply reading, writing, mathematics, listening, and speaking skills in family and workplace settings.	X	X	X				X	X				
4.3	Demonstrate respect for multiple diversities with sensitivity to anti-bias and equity in gender, age, race, culture, ethnicity, socio-economic status, and exceptionalities.	X	X	X					X	X	X		
4.4	Demonstrate the ability to transfer basic skills and personal qualities to family, work, and community settings.	X	X	X	X				X				X
	<b>Standard 5: Demonstrate management of personal resources to become independent, contributing, and responsible students, employees, and family members.</b>												
5.1	Examine needs, wants, principles, goals, and economic resources and their relationship to personal resource management.	X	X	X	X								
5.2	Create systems and strategies for managing personal activities and resources such as schedules, assignments, school materials, and projects.	X	X	X	X	X	X						X
5.3	Set goals for wellness practices to maximize present and future health, appearance, and peak performance.	X	X	X	X								
5.4	Utilize management skills and services to reach personal goals.	X	X	X	X								
5.5	Determine and assume responsibility for maintaining personal appearance appropriate for specific settings.	X	X	X	X								
5.6	Determine and demonstrate time management strategies to achieve personal goals.	X	X	X	X								

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	<b>TEXTILES AND FASHION TECHNOLOGIES</b>									
	<b>Standard 1: Explain, demonstrate, and integrate processes of thinking, communication, leadership, and management in order to apply family and consumer sciences knowledge and skills.</b>									
1.1	Explain and demonstrate components of directed thinking, particularly critical thinking, creative thinking, and reasoning.	X	X	X			X			X
1.2	Explain and demonstrate components, roles, functions, and styles of effective communication in family, community, and career settings.	X	X	X	X	X	X	X	X	X
1.3	Explain and demonstrate collaborative leadership that encourages participation and respect for the ideas, perspectives, and contributions of all group members.	X	X	X	X		X	X	X	X
1.4	Explain and demonstrate management and problem -solving processes to address problems, make decisions, and accomplish tasks and responsibilities in family, career, and community settings.	X	X	X	X		X	X	X	X
1.5	Examine and demonstrate interrelationships among thinking, communication, leadership, and management processes and their applications to making decisions and addressing individual, family, community, and workplace issues.	X	X	X	X	X		X	X	X
	<b>Standard 2: Determine criteria for selecting textiles and apparel products to meet needs of individuals, families, and communities across the life span.</b> <b>INSPIRE&gt;Indiana Links&gt;Consumers</b>									
2.1	Manage human, economic, and environmental resources to meet clothing and textile needs of individuals, families, and communities.	X	X	X	X	X	X	X	X	X
2.2	Apply decision-making processes to selecting, purchasing, creating, and maintaining textiles and apparel.	X	X	X		X	X			
2.3	Assess the cost of constructing, manufacturing, altering, or repairing textile products.	X	X	X			X			
2.4	Assess influences on merchandising textiles and fashion, including external factors, methods of needs research and forecasting, and marketing techniques.	X	X	X	X		X	X		
2.5	Examine skills used in seeking information related to consumer rights and responsibilities.	X	X	X			X	X	X	
2.6	Examine legislation, regulations, and public policy affecting the textiles and apparel industry.	X	X	X			X	X	X	
	<b>Standard 3: Evaluate the impacts of textiles and fashion on individuals, families, communities, and the global village.</b> <b>INSPIRE:<a href="http://www.inspire.net/art.html">http://www.inspire.net/art.html</a></b>									
3.1	Demonstrate appreciation for diverse perspectives, needs, characteristics, and cultures of individuals and families.	X	X	X		X	X	X		X
3.2	Examine the impact of the global village on textile and fashion needs and issues.	X	X	X			X	X	X	X
3.3	Analyze textile and fashion needs of individuals and families with a variety of disadvantaging conditions.	X	X	X	X	X	X	X	X	X
3.4	Develop solutions to textile and fashion issues of individuals and families with a variety of disadvantaging conditions.	X	X	X		X	X	X	X	X

	<b>Standard 4: Evaluate properties of textiles and fashion products to determine performance in a variety of end uses.</b>									
4.1	Select appropriate terminology for identifying, comparing, and analyzing the most common generic textiles fibers and their performance characteristics.	x	x	x				x		
4.2	Assess effects of textiles characteristics on design, construction, care, use, and maintenance of products.	x	x	x				x		x
4.3	Evaluate the use of textiles and fashion technologies for interior furnishings and products.	x	x	x				x	x	x
4.4	Analyze the impact of science and technology on textiles and fashion.	x	x	x				x		x
4.5	Explore current technology and trends that facilitate design and production of textiles products and apparel.	x	x	x	x	x	x	x	x	x
4.6	Select appropriate procedures for care of textiles products.	x	x	x				x		
4.7	Utilize a variety of presentation media such as photography, video, and software to demonstrate and evaluate textile and fashion products.	x	x	x	x	x	x	x	x	x
	<b>Standard 5: Demonstrate skills needed to produce, alter, or repair textiles products and apparel.</b>									
5.1	Demonstrate apparel and textile design skills selection and use of fabric, texture, line, pattern, and color for producing textile and fashion products.	x	x	x				x	x	
5.2	Use a variety of equipment, tools, and supplies for apparel and textiles construction alteration, and repair.	x	x	x				x	x	
5.3	Demonstrate basic skills for producing, altering, and repairing textile products and apparel.	x	x	x				x	x	
	<b>Standard 6: Examine potential career paths in textile and fashion industries to determine knowledge, skills, attitudes, educational preparation, and employment opportunities associated with each.</b>									
	<b>INSPIRE&gt;Links&gt;Jobs &amp; Careers</b>									